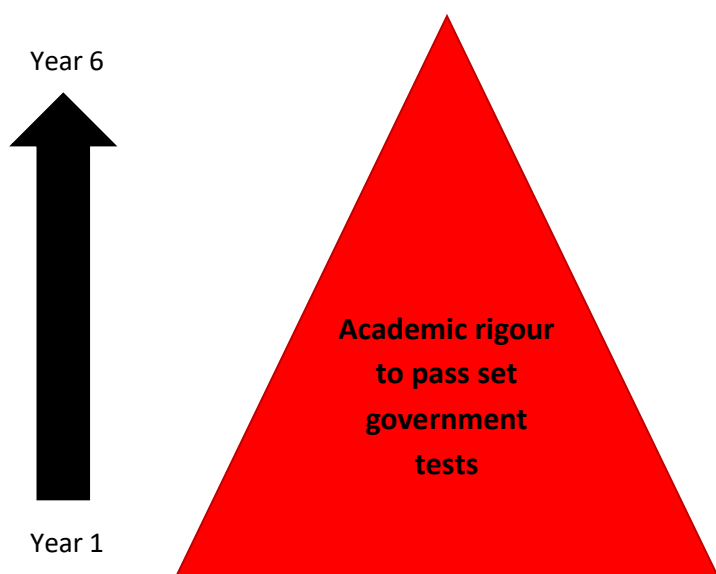


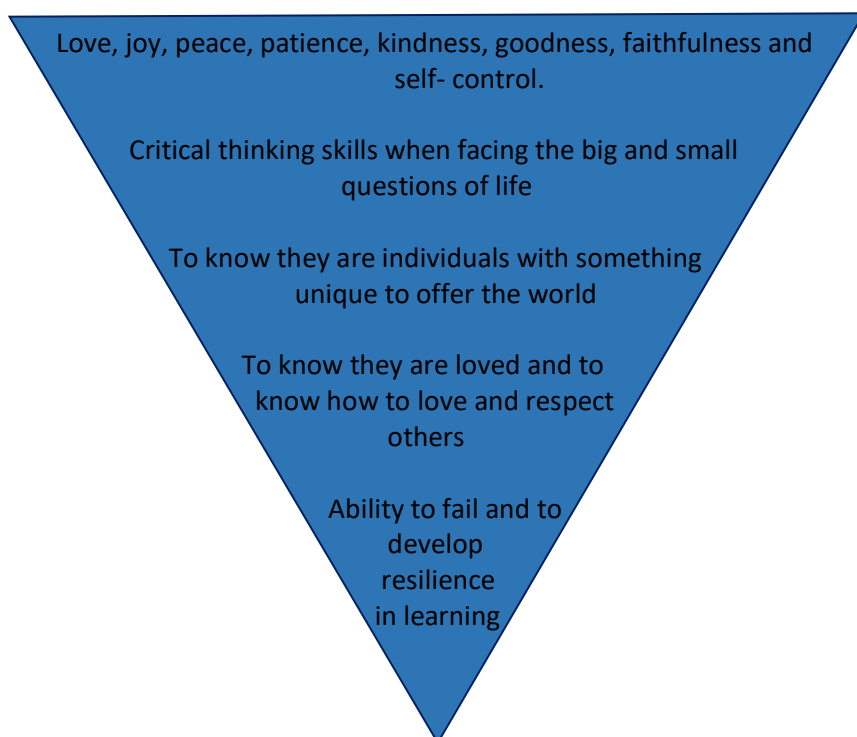
Assessment and Reporting

The Educational Landscape



Staff and Governors are very aware that over recent years in particular the Government has, in respect of schools, been very focussed on “Further, Faster, Higher” with a push towards increasing academic achievement.

Whilst being absolutely committed to academic excellence, staff and governors are also keen to ensure that children are given a broad educational experience based on the school values, critical thinking and the value of each unique individual.



At The Blake School staff and governors are committed to working together to ensure both academic excellence **and** the development of the whole child. Staff and Governors believe that the primary years of education are an important foundation for the school years that follow and that a broad and balanced foundation will ensure that children can continue to thrive and enjoy learning as they move into their secondary school years.

The new National Curriculum

The new curriculum has significantly increased expectations, the bar has been raised in terms of what children are required to know and the skills they must have mastered at each Key Stage.

The curriculum content between the old and new curriculum is so different that it is not possible to put Levels against the new curriculum.

The language of the new curriculum is not always helpful, children are measured against Age Related Expectations (ARE), with their achievement scored as below expected, at expected or above expected.

Last year in Reception the national data showed that only 60% of children were working at the expected standard (ARE). This year there will be a high percentage of children throughout the school who have not reached the expected level (ARE).

Assessment in Year 2 used to be a “best fit” model but children now have to meet all of the listed criteria, if there is one that they have not consistently met then they cannot be said to have reached the expected standard (ARE).

For this year, more than any other year, it is crucial to look at children’s progress – this is the important measure.

Target Tracker

The Blake School are using the ODSST recommended assessment system, Target Tracker. Target Tracker is the biggest assessment system in use across the UK, it tracks the specific objectives for each child and therefore enables class teachers to accurately focus their teaching. Staff are analysing this data very carefully.

The Blake School has been involved with other schools in moderation of the Target Tracker data, but it is not yet a statistically secure model. At this point the school does not therefore intend to share the data from Target Tracker, but in future years it will be shared.

A specific benefit of Target Tracker is that it allows teachers and senior leaders to look at the data for each child, to identify the things that they are confident with and the areas that they need to continue to work on. Information regarding specific objectives that children have mastered, or need to work on will be being shared with parents.

Mathematics: Number - Number and Place Value		Mathematics: Number - Addition and Subtraction	
Band 1	Band 2	Band 1	Band 2
count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	demonstrate an understanding of place value supported by the use of apparatus if required e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones; by writing number statements such as $35 < 53$ and $42 > 36$	read and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs	solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures
count and read numbers to 100 in numerals	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	write mathematical statements involving addition (+), subtraction (-) and equals (=) signs	solve problems with addition and subtraction applying his/her increasing knowledge of written methods and mental methods where regrouping may be required
count and write numbers to 100 in numerals	recognise the place value of each digit in a two-digit number (tens, ones)	represent and use number bonds within 20	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
count in multiples of twos, fives and tens from 0	identify, represent and estimate numbers using different representations, including the number line	represent and use subtraction facts within 20	add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones
identify one more and one less of a given number	compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs	add one-digit and two-digit numbers to 20, including zero	add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens
identify and represent numbers using objects and pictorial representations	read and write numbers to at least 100 in numerals	subtract one-digit and two-digit numbers to 20, including zero	add and subtract numbers using concrete objects, pictorial

Information can be printed off for individual children, or for classes.

Reporting to parents and carers

At future parent's evenings it is planned to move towards the children presenting their learning to you, showing you what helps them learn, what they are proud of and what their next steps are. You will then be able to spend time talking to the teachers about how to help your children achieve their next steps.

At the last meeting with parents in January a straw poll of those present indicated an overwhelming preference for more regular reporting, rather than one longer end of year report.

As this is a transitional year and parents have not received regular reports, this year there is going to be a longer, although slimmed down, end of year report. A copy of the report format can be found in the Appendix.

It was important to staff that the language in the reports is child friendly; we hope that you will share these reports with your children.

The report starts with a section about your child in school because it is really important to us that you have information about what they are like as a learner, how they demonstrate the school values and their developing mind sets.

The information on the report about the other subjects is not in any order!

The other subject comment box is an open box where teachers can make any comment that they wish to about something that has been enjoyed or a particular strength. The comments boxes throughout the report will help you make sense of some of the data.

When the reports have been distributed if parents feel uncertain, or have concerns they should contact their child's class teacher – they will be able to discuss the detail with you and answer your questions.

Those present indicated on a show of hands that they would prefer to receive three reports across the year than one long report at the end of the school year.

How many steps of progress do children need to make?

For this year five steps will be an expected level of progress.

How do you suggest we communicate this positively with children, they understand the language of below?

- It is important for parents that the reports are honest otherwise when your child reaches a national benchmark you would get a shock.
- Within school we are focussing on what your children have achieved and what their next steps of learning are.
- The comments within the report should be helpful in the discussions with your children.
- The focus of the report should be a celebration of achievement and what your child can do.

What format will the reports through the year take?

- Reports will probably be issued at Christmas, Easter and at the end of the school year.
- In-year reports will focus on objectives, whether your child has achieved their last targets and what their next targets are.
- The end of the year report will also focus on objectives but in addition will have information in respect of progress and achievement against national expectations.

APPENDIX



NAME _____
 SCHOOL The Blake CE Primary
 DATE July 2016



PUPIL'S ANNUAL REPORT YEAR

% Attendance Number of authorised absences Number of unauthorised absences

Your child in school (including how they demonstrate the School's Values):

Behaviour and Attitude to Learning

1- Excellent, 2 - Good, 3 - Usually appropriate, 4 - Causing concern

Ability to socialise with others		Interested in learning	
Ability to act in a responsible manner		Perseveres when tasks are difficult; shows resilience	
Listens attentively		Organises him/herself well	
Attitude to staff and other adults		Works well independently	
In the playground		Works well with other children	
Punctuality		Completes homework to a good standard	

Effort: 1- Excellent 2 - Good 3 - Inconsistent 4 - Causing Concern

Progress: 1 - Above expected 2 - Expected 3 - Consolidating Learning

		Attainment			Effort	Progress
		Above National Expectation	In-line with National Expectation	Below National Expectation		
English	Reading					
	Writing					

Comments:

Next Steps:

Other Subjects: Attainment: 1-Above expected 2-Expected 3-Consolidating learning Effort: 1-Excellent 2-Good 3-Inconsistent 4-Causing concern					
Subject	Attainment	Effort	Subject	Attainment	Effort
Science			French (KS2)		
Computing			RE		
Art & DT			PE		
Topic			PSHE		
Music					

Pupil's Comments:

What I have enjoyed most:

What achievement/piece of learning I am most proud of:

What I most want to achieve next:

Headteacher Comment:

If you wish to discuss this report please make an appointment to see the Class Teacher on July.

A copy of this report has been sent to your child's next teacher/new school.

Class Teacher:

Headteacher: